



COLUMBIA RECORDING CORPORATION

MASTERPIECES OF LITERATURE

ALBUM #2 ● OUR AMERICAN HERITAGE

TEACHERS' MANUAL

(PREPARED BY ESSIE CHAMBERLIN)

RECORDED UNDER THE AUSPICES OF THE
NATIONAL COUNCIL OF TEACHERS OF ENGLISH

ROBERT C. POOLEY, CHAIRMAN OF
COMMITTEE ON THE RECORDING
OF LITERATURE





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**THE NATIONAL COUNCIL
OF TEACHERS OF ENGLISH**

Committee on the Recording of Literature

1940-1941

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COLUMBIA MASTERPIECES OF LITERATURE

The records which appear under the name *Columbia Masterpieces of Literature* are designed to bring to schools and to the general public a series of selections from the treasure-house of American, English, and World Literature. Very few of these selections have ever before been readily available for study and enjoyment in the school and home. Each album is planned around a central theme which unites the selections into a harmonious program of fine literature. Nevertheless, the records are so designed that any single record may be used by itself, or even a single selection may be easily found and played without reference to other parts of the album. Thus for teaching, for self-education, or just for the pleasure of hearing literature well presented, these albums will be found valuable and flexible enough to be adapted to almost any plan of use.

The authority for the selections offered and the quality of their presentation rests with the National Council of Teachers of English under whose auspices this series is published. The labor of selecting and editing the texts, preparing the teaching manuals, and supervising the making of recordings is in the hands of a committee appointed by the National Council of Teachers of English. The members of this committee serve without pay, and dedicate their services to the cause of education and the dissemination of good literature. Royalties from the sales of albums are paid by the Columbia Recording Corporation to the Treasurer of the National Council of Teachers of English to be used for the advancement of English teaching.

The prose album entitled "Our American Heritage" has been planned to furnish significant materials for the development of ideals of citizenship and patriotism in Americans of all ages. If the American way of life is to persist, young people must be educated in the best traditions of American ideals of democracy. There has never been a time in America when loyalty and patriotism have been so needed. The school shares responsibility with other institutions in this work. It is hoped that "Our American Heritage" may be used in the classroom, and that teachers of English will find the album helpful in their classes, or for special programs.

THE READER

The selections in "Our American Heritage" are read by Wesley Addy.

He was born in Omaha, Nebraska and moved to California at the age of three months, where he lived in Los Angeles until 1934. He graduated from the University of California with an A.B. degree in Economics, but spent most of his time with dramatics. His first professional job was with the Martha's Vineyard Summer Stock Company, after which he achieved many outstanding successes in theater, radio and motion pictures. His appearances on Broadway have made Wesley Addy a favorite with the theater loving public of the country.

Following are a few of the plays in which he has appeared on Broadway which have contributed to his fame as one of the leading young actors of the day:

PANIC — *Archibald McLeish*

HOW BEAUTIFUL WITH SHOES

HAMLET — *with Leslie Howard*

RICHARD II — *with Maurice Evans*

HENRY IV — *with Maurice Evans*

ROMEO AND JULIET — *with Lawrence Olivier*

ROMEO AND JULIET — *with Helen Hayes*

Radio Performances:

HONEST ABE (ABRAHAM LINCOLN) — CBS

CYRANO DE BERGERAC

ELIZABETH, THE QUEEN

Recordings for the Blind:

BOOKS *by J. M. Barrie, Margaret Ogelvie, etc.*

PLAYS: *Hamlet, Elizabeth, the Queen, Hedda Gabler, etc.*

SUGGESTIONS TO TEACHERS

The *Columbia Masterpieces of Literature* supply a valuable tool to the teacher of literature, but they do not take the place of the teacher. It is important, therefore, for the



teacher to familiarize himself thoroughly with the contents of the records, and to work out a plan of using them before playing them to pupils. Merely passive listening will be of little value to either teacher or pupils.

This album consists of thirteen famous prose masterpieces dealing with various epochs in American history. They trace the development of American democracy from the *Mayflower Compact* to the present time. There is an historical introduction with each selection, and students should be familiar with this background material in order to listen intelligently to the selections. Discussion questions are included with each unit. These are designed to provoke thought, and to relate the selections to national and international problems of today. After the historical material has been presented, and the students are stimulated to discuss the problems presented, a rereading of the literature may be of great value. The student is prepared to listen creatively.

RECORD #1, SIDE A.

1. THE MAYFLOWER COMPACT

Americans who value the American heritage, who are loyal to the American way of life, and who rejoice in this legacy of freedom and democracy, must thrill to the fine courage and spirit of those freedom-loving men who left Europe to build a new state on the shores of the Atlantic. Governor Bradford, in his journal "Of Plymouth Plantation," describes with sympathy and understanding the voyage on the *Mayflower*. He lets the reader know the passion for freedom that led these pioneers to depart from England, to sojourn in Holland, and finally, to come to America. Bradford describes their

departure from Leyden: "So they left that goodly and pleasant city, which had been their resting place near twelve years; but they knew they were pilgrims, and looked not much on these things, but lifted up their eyes to the heavens, their dearest country, and quieted their spirits."

Bradford records the signing of the Mayflower Compact in 1620. The Elizabethan qualities of initiative, ingenuity, and democracy are evident in the men who signed this important document. The early foundations of American democratic government are found here. Before these men landed on American soil, they combined together into a "civil body politick," committed to a democratic society in which the people were to enact, constitute, and frame equal laws. The agreement was among themselves, not between them and the king. They promised submission and obedience to these laws. They were to create offices for the good of the settlement. The ideas here stated persist in the American concept of democracy.

DISCUSSION OF THE MAYFLOWER COMPACT

1. What is the meaning of the *Mayflower Compact*? Why is it considered an important document in American history? Does it deserve to be placed first in this prose album, *Our American Heritage*? Why?
2. What does this *Compact* tell you of the Puritans? Where do they reveal foresight? Courage? Common Sense? Love of freedom? Belief in a guiding Providence? Initiative?
3. What is a "civil body politick"? What responsibilities were given to the common people? Who was to see that those obligations were met? What traditions of our present-day democracy were established by those who framed the *Mayflower Compact*?
4. Perhaps some members of the group would like to read the selection aloud, offering their interpretation of the passage.

RECORD #1, SIDE A.

2. FROM THE PENNSYLVANIA CHARTER OF PRIVILEGES

The American heritage of freedom has been enriched by the Pennsylvania Charter of Privileges. With great difficulty William Penn settled with his subjects the terms of a new constitution of government which granted religious toleration to all of Penn's colonists who acknowledged God. This important paper was signed by Penn on October

25, 1701. It was more republican in character than charters of neighboring colonies. A large measure of home rule was conferred on the colonists. Penn says, "For the matters of liberty and privilege, I propose that which is extraordinary, and to leave myself and successors no power of doing mischief, so that the will of one man may not hinder the poor of the whole county."

The agreement provided for an assembly of the people, with great powers. The group had power to create courts and to nominate some county officers. A council of state was established by letters-patent, "to consult and assist the proprietary himself or with his deputy with the best of their advice in public affairs relating to government and the well-being of the people."

This liberalizing document, adopted in 1701, was the established government until 1776. Not only the province, but Philadelphia as well, enjoyed a more liberal charter than her neighbors. Municipal officers were elected by representatives of the people of the city and not appointed by the governor. Penn transferred all power to the people, subject to their allegiance to the crown. Penn's contribution to the American dream, to government by the people, is a worthy one.

DISCUSSION OF THE PENNSYLVANIA CHARTER OF PRIVILEGES

1. In a rereading of this document, try to get the full meaning of the words. Discuss the purpose of the framers of this charter. What privileges were granted or withheld by other charters? Was there especial need for one in Pennsylvania? Discuss the liberality of this document. Was Penn wise to restrict the will of one man so that he could "not hinder the poor of the whole county"?
2. Perhaps you would enjoy reading a biography of William Penn. Would you expect him to take such a liberal stand? What groups in England were "abridged" of the freedom of their consciences? What groups in America were denied freedom of conscience?

RECORD #1, SIDE B.

THE DECLARATION OF INDEPENDENCE *by Thomas Jefferson*

The "Declaration of Independence" has been called the "noblest document ever penned." It states the rights of a democratic people in better phrasing than has ever

been given to them elsewhere. Here are lofty ideals, measured rhythmic lines touched with poetry, and a breathless fervor which reveals the convictions of the founders of America as they became ready to cast off a rule that had become hateful to them, and planned to set up a separate government of their own. The soul of freedom breathes from its pages. It is a battle cry against the enemies of liberty. It finds an expression in every effort for social and moral improvement in America. The document made a profound impression on the colonists of America, and few state papers have had so pervasive an influence throughout the world. It has modified the thinking of nations. Probably Jefferson's "curious felicity of expression" has helped to make the *Declaration* so widely influential, but the subject matter is no less important.

Grave dangers threatened national unity. Loyalists were determined to prevent a separation. Office holders under the Crown and merchants saw much to lose by the separation. Colonists debated the right of revolution. Was it right to overthrow governments when rule became intolerable? Many people recognized the absurdity in the control of America by a government 3000 miles away. The cost of supporting such a declaration was considered.

This famous state paper was written by Thomas Jefferson, chairman of a committee appointed by the Continental Congress to draft such a statement. The committee and Congress made some slight changes. On June 7, Richard Henry Lee made the motion "That these colonies are, and of right ought to be free and independent states." On July 2, Congress committed itself definitely to a resolution of independence, and it was adopted by that body on July 4, 1776.

Perhaps Jefferson borrowed from the "Magna Charta" of 1215 in penning this document. Perhaps the "Petition of Rights" of 1628 may have influenced him. Certain it is that Jefferson came to know that this utterance was significant, for he stated that the words "Author of the Declaration of American Independence" should immediately follow his name on his monument.

The legacy passed on to American democracy by Thomas Jefferson is rich and becomes more significant each year. He expressed the right of Americans to be free, and their right to take a firm stand against the enemies of liberty. He recognized the right to separate, the right to happiness both in civil and in religious life, and government

with the consent of the governed. Jefferson supported systems of public education. He advocated freedom for slaves. He hated tyranny and the outward symbols of force and power. He believed in the fundamental integrity of average human nature. He "liked the dreams of the future better than the history of the past." Jefferson's famous document stands with the "Magna Charta," the "Bill of Rights," and the "Mayflower Compact."

DISCUSSION OF THE DECLARATION OF INDEPENDENCE

1. Every American who can read is familiar with the *Declaration of Independence*. Do not allow your interest to be dulled by some familiarity with this famous message. Try to discover why this is one of the most significant documents in the world, ranking with the *Magna Charta*, the *Bill of Rights*, and the *Mayflower Compact*. Let the words come alive for you. Recognize the sublime and elevated thought, together with the great felicity of expression in the passage. Point out your favorite parts.
2. Discuss, "It is a cry against the enemies of liberty." What grave dangers threaten our national unity today? Show that the thinking of nations has been modified by this great document. Show that our American way of life has been influenced by Jefferson's inspiring leadership. What guidance is offered America today by the *Declaration*?
3. Summarize for the group Jefferson's contribution to the American dream. Prove that the support of systems of education is an important work in a democracy. Are the "dreams of the future better than the history of the past"?
4. Listen once more to the words of Jefferson. Why should one be proud to be an American and to live in America?

RECORD #2, SIDE A.

A Selection from THE FAREWELL ADDRESS OF GEORGE WASHINGTON
After serving his country two terms as President, Washington refused to be a candidate for the third term. Before retiring to his home at Mount Vernon, he issued a farewell address to the American people in which he discussed the problems confronting the new government, and offered suggestions for the future. The speech is his most famous single utterance; it ranks as a famous document in American history. The address was given on September 17, 1796, appearing later in the *American Daily Advertiser*.

The speech discussed the Constitution. Washington stressed the idea that all should obey the government, that the unity of government should be guarded. The development of America is the responsibility of the people. Washington recognized the value of slow changes in the Constitution. "The precedent must always greatly over-balance in permanent evil any partial or transient benefit which the use can at any time yield." The necessity of firm union, and strong central government, of morality and education, were urged for the happiness, prosperity, and safety of Americans. Washington personified the awakening of Liberty in America. His name will be honored with the development of liberty from age to age.

Washington had sound judgment, common sense, courage, great self-control, tenacity, and sanity. "He lived in a world of fact, seeing things as they were." All types of men supported him in loyalty and love. He was revered by officers and men. These qualities made his contribution to the American tradition of peculiar value. At his retirement America was well on the road to international importance.

DISCUSSION OF THE FAREWELL ADDRESS

1. *The Farewell Address* is a discussion of the problems confronting the new government, together with suggestions for the future policy of America. Give thoughtful attention to the first reading; try to understand the situation in colonial America demanding leadership, and note the suggestions Washington offers for the future policy of America. What does Washington have to offer today to Americans in the world crisis?
2. Show the value of slow changes in the Constitution. Discuss the importance of firm union, of central government, of morality, and of education in the safety and the happiness of Americans.
3. Contrast America's place in the world in Washington's day with its place in international affairs today.
4. Point out well chosen words and phrases. What words stress the idea of unity?

RECORD #2, SIDE B.

From the FIRST INAUGURAL ADDRESS OF THOMAS JEFFERSON

This deeply-moving address was delivered on March 4, 1801, one hundred and forty

years ago. In the light of present-day international affairs, the speech seems strangely modern. Intense and bitter conflict of opinion preceded Jefferson's presidency. His election was regarded as a triumph of republicanism over monarchical ambition. Jefferson's speech is tolerant of his opponents, and represents an attempt to win the country to united support of the Republic. Time has proved the wisdom of this tolerance and moderation.

The speech is a plea to "pursue with courage and confidence our own federal and republican principles, our attachment to union and to republican government." Jefferson's earnestness of purpose is revealed when he says, "I have sworn upon the altar of God, eternal hostility against any form of tyranny over the mind of man." This was the guiding principle of his life. It was this spirit that made him attempt to provide a system of public education and a public library. This spirit urged him to establish a University of Virginia. "The institution," said Jefferson, "will be based on the illimitable freedom of the human mind. For here we are not afraid to follow the truth wherever it may lead, nor to tolerate any error, so long as reason is left free to combat it."

Jefferson's passion for freedom led him in his effort to emancipate the slaves, and to support a bill giving complete religious freedom to the colonists. He is one of the chief "emancipators of the American mind." He believed in and supported federal and republican principles, holding that Republican government in America is the world's best hope.

DISCUSSION OF THE FIRST INAUGURAL ADDRESS

1. Give thoughtful consideration to this compelling message, remembering that it was spoken one hundred and forty years ago. What parts might have been written today during the stress of our present crisis? Jefferson called our government "the strongest government on earth." What might he say of it today?
2. What is the sum of good government today? Point out the guiding principles of democracy which have been recognized by our forefathers. Why is the "illimitable freedom of the human mind" so important in a democracy?
3. Compare Jefferson with other chief "emancipators of the American mind." Discuss, "Republican government in America is the world's best hope." "Is our attachment to

union and representative government less vigorous today than in Jefferson's time?" Explain. Perhaps several pupils interested in history might write a paper designed to win Americans today to united support of the Republic. Discuss these papers with the group.

RECORD #3, SIDE A.

A Selection from SACRED OBLIGATIONS by Daniel Webster, the "Bunker Hill Oration"

The address from which this selection was taken was delivered by Daniel Webster at the laying of the cornerstone of the Bunker Hill Monument at Charlestown, Massachusetts, June 17, 1825. The speech made Webster the most widely known orator of his age. Seldom is an oration classed as literature. Webster has a place among men of letters, for the vitality of his ideas and their beautiful expression lift his writings out of the realm of occasional literature. Vigor and fire still live in his lines. They are best read aloud since they are created for the ear.

Webster affirms his faith in the durability and the permanence of popular governments. The principle of free governments adheres to the American soil, and it is the duty of Americans to defend and preserve what their fathers have fought for. Each age should be an age of improvement when the arts and the works of peace may be advanced. The union of the twenty-four states should be preserved as one country. Peace and Liberty find a fit home in America.

DISCUSSION OF THE BUNKER HILL ORATION

1. Since this address was planned to be spoken, listen for the beauty and the dignity of its lines. Point out qualities of the speech that made Webster the most widely known orator of his period.
2. Discuss, "The principle of free governments adheres to American soil." What were the "sacred obligations" of America in 1825? What are her "sacred obligations" today?
3. Ask for volunteers to interpret the passage through an oral reading. Watch for interesting repetitions; for well chosen words.

RECORD #3, SIDE B.

THE GETTYSBURG ADDRESS *by Abraham Lincoln*

The Gettysburg Address is considered the most perfect speech in Abraham Lincoln's career. It has deep feeling, sublime thought, and beautiful and simple wording. The last sentence defines for all time American democracy. The address was delivered November 19, 1863, at the dedication of Gettysburg National Cemetery. It is one of the most important documents in the history of American democracy. The touchstone of the American way of life is "government of the people, by the people, for the people."

This brief and memorable address was delivered immediately after a two hour oration by Edward Everett, the outstanding orator of his day. Before delivering his speech, Lincoln told a friend, "It is a flat failure. The people won't like it."

Lincoln's life and principles are regarded by many as the best interpretation of the American Experiment, the interpretation of democracy and popular government. This country offers an opportunity to the youthful citizen who is poor in purse and limited in social standing. Lincoln saw slavery as hostile to the spirit of democracy. He steadfastly supported the idea of Union.

Brevity, beauty of expression, sublimity of thought, and suitability to the occasion, combine to make this the most perfect speech in Abraham Lincoln's career. It is considered an example of perfect prose.

DISCUSSION OF THE GETTYSBURG ADDRESS

1. Study Lincoln's choice of simple words. Are any unfamiliar to you? What proportion of monosyllables do you find? Critics call it Biblical in style. What do they mean? Mark your favorite passages. Point out examples of fine thought; of happy expression. Study in the last sentence Lincoln's definition of democracy.
2. Memorize the passage. Read it in unison several times. Have pupils suggest their interpretation of the passage. Do you agree with their stressing of words, such as *say, us, the living, government of the people?*

RECORD #4, SIDE A.

FROM THE HISTORY OF LIBERTY *by Edward Everett*

Edward Everett was teacher, editor, famed orator, and American statesman. At the dedication of the National Cemetery at Gettysburg, November 19, 1863, he delivered a lengthy oration just before Lincoln's memorable Gettysburg Address. He had a reputation for magnificent eloquence. With the outbreak of the Civil War, he heartily supported the national government, and delivered many speeches which urged the North to bring the war to a victorious conclusion.

If Americans do their duty, the cause of constitutional liberty is safe, Everett told his audience. If Americans fail, their children are defrauded of their inheritance, and the hopes of the friends of liberty throughout the world are blasted. Liberty must be shown and proved a blessing through the successful operations of our democratic institutions. The traditions of American freemen must be passed on to the youth of America.

DISCUSSION OF THE HISTORY OF LIBERTY

1. Compare and contrast this passage from *The History of Liberty* with the *Gettysburg Address* as to ideas, vocabulary, and phrasing. Why might Lincoln say of his speech, "It is a flat failure. The people won't like it."?
2. What is America's duty in the cause of constitutional liberty? What interests and passions today seem to divide the great family of American freemen?

RECORD #4, SIDE B.

PATRIOTISM *by Lyman Abbott*

Lyman Abbott was an American clergyman, an editor, and a good citizen. Through the pages of the *Outlook*, as editor, he was widely influential in developing progressive ideas for social and political life. In this editorial on patriotism, he has stated clearly his ideas of what patriotism is. American men have made this nation great. The greatness of America has been paid for by war, the Revolutionary War, the War of 1812, the Civil War, and the Cuban War. The true American should look with pride on the history of his country; he should accept the American dream; he should preserve this inheritance unimpaired, and pass it on enlarged and enriched. Liberty has been

an underlying idea in all the wars of American history. It is the greatest asset America has today.

DISCUSSION OF PATRIOTISM

1. Where do you agree or disagree with Lyman Abbott's ideas on patriotism? Are they in harmony with our standards of patriotism? "A nation is made great by its great men, and not by its forests and mines and acres," says Abbott. Prove this statement by examples of great Americans; great Englishmen; great Frenchmen. Discuss, "Liberty is the greatest asset America has today."

RECORD #5, SIDE A.

FROM A PAN-AMERICAN POLICY by Elihu Root

Elihu Root was a wise and famed interpreter of the American Constitution. He was an American lawyer and statesman, serving as Secretary of State under Woodrow Wilson. The speech, "A Pan-American Policy," was delivered before the Pan-American Congress.

The idea of true neighborliness between nations is discussed with understanding, and America's place in the international scene is clearly stated. The growth of any nation is a part of the development of the race. A people must have their minds open to world progress, if they continue to develop. The liberty for which Americans have fought is a sister to Justice and Peace. America is a part of the world of neighbors. True neighborliness means the equality and independence of the smallest and weakest member of the family of nations. An all-American public opinion should be developed and made effective in order to prevent international wrong.

DISCUSSION OF A PAN-AMERICAN POLICY

1. As you give attention to this thoughtful and liberal statement of *A Pan-American Policy*, try to discover whether any part of it should be repudiated in the light of recent history. Point out passages you would sanction in 1941; those you would wish to revise. Why must nations, as well as men, learn to live with others? Discuss, "Each nation's growth is a part of the development of the race."

2. Show that Justice and Peace must support the Liberty Americans desire. What

should be America's part in the international scene? In world progress? Of what does true neighborliness between nations consist?

RECORD #5, SIDE B.

FROM OUR RESPONSIBILITIES AS A NATION *by Theodore Roosevelt*

The terms author, naturalist, explorer, soldier, and statesman suggest the lively interests of Theodore Roosevelt, the twenty-sixth president of the United States. His life was characterized by a love of truth and fair play. One of his early books was a *History of the Naval War of 1812*. He undertook it because he found all the American histories of that conflict untrustworthy, prejudiced, and grossly unfair to the enemy. Roosevelt hated sham and falsehood; he fought fairly in the open. His devotion to duty was marked. Roosevelt advocated the "Square Deal" between capital and labor. Legislation which gave fair play to the wage earner and to the economically unfortunate had his support. Europe regarded him as the type of the American man of action. He was always vigorously interested in the social problems of America.

In discussing the responsibilities of America, Roosevelt recognizes the importance of a nation's relations with other world powers, but more important still does he consider the human relations among people. The civic, social, economic, and political relationships bring problems gravely affecting the nation. The American experiment must not fail, else the cause of free self-government throughout the world will be endangered.

DISCUSSION OF OUR RESPONSIBILITIES AS A NATION

1. Discover whether Theodore Roosevelt's vigorous words on *Our Responsibilities as a Nation* reflect the man. Whatever he attempted, he did with energy and enthusiasm. The word *strenuous* belongs to Theodore Roosevelt. He shows the importance of our relations to other world powers, stressing the fact that our relations between ourselves are equally important. Domestic problems rank with foreign complications.
2. Discuss, "Modern life is both complex and intense." What problems have arisen from the industrial development of America? What passages show Theodore Roosevelt's belief in the future of American democracy? What present-day problems of our nation would especially interest Roosevelt?

RECORD #6, SIDE A.

FROM AMERICANS OF FOREIGN BIRTH by *Woodrow Wilson*

Philadelphia, the cradle of liberty, was a fitting place for Woodrow Wilson to deliver his oration on Americans of foreign birth, for he speaks to lovers of liberty throughout the world. The speech was made May 10, 1915, in Convention Hall to an audience of fifteen thousand, including 4000 naturalized citizens, many accompanied by their children.

Wilson was both scholar and historian. He was the leader of the nation in the third great crisis in its history. His patience, his earnestness, and his high sense of national destiny made him a great leader. He was the spokesman for democracy. For a time he was the most influential figure in Europe or America.

To convince people of the United States that annexations and commercial exploitation were the natural causes of war, Wilson found impossible. He tried to impress Europe with the idea that democracy was the only safe rule for governments, and that equality among all peoples, great or small, was the only safe rule of international conduct.

DISCUSSION OF AMERICANS OF FOREIGN BIRTH

1. As you listen to the reading of this moving and sympathetic address to those who brought a dream of democratic living to America, try to imagine the feeling it aroused in the hearts of these foreigners. Try, too, to sense Woodrow Wilson's deep sincerity. What ideas in the speech impress you? Discuss, "America does not consist of groups." Why was Wilson glad for the word *United* in the name of our country?
2. As you listen to the record, write down apt expressions and well-chosen words in the oration.

RECORD #6, SIDE B.

From THE PROMISED LAND by *Mary Antin*

The promised land has beckoned to oppressed peoples from far corners of the world, and these men and women have come to America in search of a new heritage. They have found in American citizenship a spiritual adventure. So a young Russian girl, Mary Antin, found it. In Russia she had no flag, no heroes, no place to belong; there was no chance for life, or liberty, or for the pursuit of happiness. Mary Antin says that

every ship that brings people from Russia and other countries where they are ill-treated is a *Mayflower*. She says, "We must strive to be worthy of our great heritage as American citizens so that we may use wisely and well its wonderful privileges. To be alive in America is to ride on the central current of the river of modern life; and to have a conscious purpose is to hold the rudder that steers the ship of fate."

America inherits all the offerings of the past. American democracy has grown and developed through the slow years since the Mayflower Compact was signed in 1620. The challenge is to Americans to expand and develop a finer democracy and a truer liberty.

DISCUSSION OF THE PROMISED LAND

1. As you listen to this beautiful passage from *The Promised Land*, by Mary Antin, try to reconstruct her childhood in Russia with its dangers and fears and deprivations. Try to imagine what the freedom of America must have meant to this Russian girl. In what sense was her ship from Russia to America a *Mayflower*? Listen for the exaltation and deep feeling in her lines concerning America.
2. What glad, new life did America offer Mary Antin? Explain, "It is not I that belong to the past, but the past that belongs to me."
3. Ask the librarian for other biographies written by foreigners in America. Discuss them with the class.

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